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REGULAR MEETING
Wednesday, January 13, 2010, 3:10 p.m.
BARGE 412
Minutes

Senators: All senators or their alternates were present except: Jason Burroughs, Ruthi Erdman, Jonathan Fassett, Melody Madlem, Andy Piacsek, Stephen Robison, Paul Sellars, Jeffrey Snedeker, and Michael Whelan.

Visitors: Kim Bartel, Yvonne Chueh and Chenyang Li

CHANGES TO AND APPROVAL OF AGENDA – Approved.

MOTION NO. 09-13(Approved as amended) **APPROVAL OF MINUTES** of December 2, 2009

COMMUNICATIONS – A letter from the United Faculty of Central was read. The entire letter and attachments are available through the Faculty Senate office.

FACULTY ISSUES: Senator Wellock asked the Provost about how other divisions are planning on drawing up plans and making cuts similar to those being done by Academic Affairs. Provost Quirk indicated that the President has plans for restructuring that will be forthcoming soon. Academic Affairs moves a little slower in planning and other divisions can move more quickly. Senator Glasby would like to see an efficient administration, like academic affairs is being asked to be efficient. Senator Glasby expressed concern that the data is not available. The university may need to look at software costs versus quality freeware that is available. Senator Glasby would like to see academic affairs just as seriously as the other areas. Provost Quirk indicated we need to work on how to get data to faculty and how the process of communication works. The Provost indicated there are currently four priorities. The first is budget, second is clarification of the role of Faculty Senate, third is academic planning and the fourth is the general education curriculum. The roles are clear with UFC dealing with wages, hours and terms of working conditions. However, it is not clear what the role of administration and Faculty Senate are. There are a couple of very bright lines and some complete fog where Faculty Senate has a role. This needs to be clarified. The Provost indicated that the CEPS college split is alive, but has been tabled. It is currently not one of the top priorities, but once the process has been developed for college splits and budget is not an issue it will be considered. Chairs are currently working with departments for the first criteria from the academic plan regarding qualitative criteria. Departments will be working deans on how to evaluate and prioritize programs. Now is the time for departments to ask questions and sort them into potentially three categories. Programs you want to emphasize and continue to run well, are the credit hours appropriate, and what programs do we need to combine or cut. There are currently 199 programs across the university. If the program isn't relevant or not serving students, then we need to look at them. Academic planning is moving forward slowly. Senator Ogden asked the Provost what is taking place in other divisions. Faculty trust that they are going through a similar process to the academic plan. Senator Ogden expressed it would be useful to have an update on what is going on in the other divisions. Provost Quirk expressed that administration is aware of the legislation language that says we have to protect academics. There have been some very positive signs with five faculty positions that have been opened up, even though Academic Affairs did not have the funds. The money was moved from other divisions to cover these positions. Senator Wellock expressed concern that UFC had to do a public information request to get the data he used in his letter. Provost Quirk indicated that it is currently awkward how information flows. The Provost said he does hand over a lot of information to UFC as well as to Faculty Senate. Public records request probably won't need to happen in the future.

PRESIDENT: The President is at the NWCCU final report for the accreditation review. Provost Quirk read a note from the President. The CEPS proposal is being withdrawn until after the current fiscal crisis is resolved or at least until the state's future funding picture is more clear. He continues to believe that the proposed changes to CEPS would have advantages academically and would enhance the strength of faculty governance, but don't believe it is prudent to add administrative costs during the current fiscal climate. The President indicated he would like to use this proposal as a case study to strengthen our faculty governance system as it related to such matters. There are currently "holes" in the overall governance system as it is currently divided between the union and the senate. He would like to fill those gaps with reasoned policies and procedures. The CEPS proposal may well be put back on the table when the financial picture has improved and when the appropriate procedures for review are established.

PROVOST: See Faculty Issues above.

REPORTS/ACTION ITEMS

SENATE COMMITTEES:

Executive Committee: No report.

Academic Affairs Committee: No report.

Bylaw and Academic Code Committee: No report.

Curriculum Committee:

Motion No. 09-14(Approved as amended): Accept Curriculum Committees recommendation to approve a new B.S. in Actuarial Science as shown in Exhibit A."

Motion No. 09-14a(Approved): Senator Nixon moved to amend Motion No. 09-14 to have the first sentence of the catalog description read "An actuary uses specialized mathematical skill from probability and statistics to define, analyze, and solve financial and social problems."

Motion No. 09-15(as amended Approved): "Accept Curriculum Committees recommendation to approve a new Philosophy and Religious Studies Ethics minor as outlined in Exhibit B."

Motion No. 09-15a(Approved): "Senator Čuljak moved to amend Motion No. 09-15 to have the first sentence of the catalog description read "A minor in ethics enables students to develop a strong sense of moral responsibility and critical skills for moral reflection." Seconded by Senator Ogden.

Motion No. 09-16(Approved, 2 abstentions): "Accept Curriculum Committees recommendation to approve a new Sports Business – Type A Certificate as shown in Exhibit C."

Evaluation and Assessment: No report.

General Education: No report.

Faculty Legislative Representative: No report.

CHAIR: Chair Custinger reported that the full Budget & Finance committee met for the first time today. The Faculty Senate chair sits on this committee as well as a faculty representative. Teaching schedules have precluded one individual appointed to the committee from serving. The committee will be meeting every other Tuesday from 1 – 3:30 p.m. This appointment will be until June of this year. Please let the Faculty Senate office know if you are interested. One of the big questions before the committee how much autonomy the vice presidents will have with this new process. There are three upcoming budget pieces: January – June 2010 budget, supplemental AY11 budget, and the 2011-13 budget. Budgets will be matched to actual spending. The budget will then be approved by the President's Advisory Council and the Board of Trustees. Chair Custinger reported that it is anticipated there will be quite a large cultural change on how budget and spending at Central will proceed. The Business & Financial Affairs web site has started posting some budget information. This information is available to everyone. The President has started the conversation about making changes to the Academic Code and craft some new aspects of governance. Chair Custinger thanked everyone who provided input to the CEPS split. The Senate office received many comments and concerns. These have been shared, without names or identifiers, to the President and Provost. A number of individuals thanked the Senate for allowing them to have a voice in the process. The General Education committee has submitted a proposal to the Executive Committee. The Executive Committee is working on a letter to send to departments to obtain their feedback. Individuals from both the general education committee and the executive committee will form a hybrid committee to review the feedback.

CHAIR-ELECT: No report.

STUDENT REPORT: Megan reported that the Student Academic Senate currently has 18 senators. A list of those departments will be sent out by Janet. Faculty or departments can contact Megan for an application or the students can come to the ASCWU BOD office. Megan apologized for all the confusion at the Board of Trustees meeting regarding the student representative on the Curriculum Committee. They are hoping to get more students involved with the legislative session this year, both in workshops and meetings on campus as

well as students going to Olympia. Hoped that faculty would consider giving extra credit to students for attending workshops, information sessions or for going to Olympia. The ASCWU BOD has appointed a new vice president for student life and facilities. Next week they will be appointing a new Executive VP and will have a full board.

NEW BUSINESS - None

Meeting was adjourned at 3:42 p.m.

Exhibit A

The Bachelor of Science in Actuarial Science is designed to rigorously prepare a student in both mathematics and business for success in the well-regarded and rewarding actuarial profession.

This course of study has been offered at CWU since the 1980s as a specialization in the BS Mathematics degree. During this time, the program has developed more specialized courses (as faculty expertise in the area grew over time). Currently, the Actuarial Science Specialization no longer shares the requisite number of core-credits with the BS: Mathematics degree and needs to be converted to a separate degree program. We are essentially converting the existing specialization into a degree program with only a few changes as suggested by the external evaluator. In particular, we are dropping 15 credits from the current specialization and adding 11 credits, so the total credits in the program will drop from 108 to 104. Of the three courses being added, two are currently offered as electives, and the third will replace an existing course that will no longer be taught. No new resources will be required to support the program as a major instead of a specialization.

B.S. Actuarial Science

An actuary is a business professional who uses specialized mathematical skills from probability and statistics to define, analyze, and solve financial and social problems. Actuaries create and manage insurance programs ~~that~~^{which} reduce the adverse financial impact of both expected and unexpected things that happen to people, such as illnesses, accidents, and death. In addition, actuaries design pension programs, making sure there are sufficient resources to pay retirement and death benefits while also charging participants in the insurance or retirement plan a fair price.

The Bachelor of Science in ~~Mathematics~~-Actuarial Science ~~Specialization~~ is listed below and is designed to prepare a student in both the mathematics and business areas necessary for success in the rigorous but rewarding actuarial profession.

Required Courses

ACCT 251 - Accounting I	5
CS 110 - Programming Fundamentals I	4
CS 367 – Advanced Visual Basic Programming	4
ECON 201 - Principles of Economics Micro	5
ECON 202 - Principles of Economics Macro	5
ECON 401 – Intermediate Microeconomic Analysis	5
ECON 402 – Intermediate Macroeconomic Analysis	5
FIN 370 - Introductory Financial Management	5
FIN 475 - Investments	5
MATH 172 - Calculus I	5
MATH 173 - Calculus II	5
MATH 265 - Linear Algebra I	4
MATH 272 - Multivariable Calculus I	5
MATH 273 - Multivariable Calculus II	5
MATH 311 - Statistical Concepts and Methods	5
MATH 410A - Advanced Statistical Methods	3
MATH 410B - Advanced Statistical Methods	3
MATH 411A - Probability Theory	4
MATH 411B - Mathematical Statistics I	3
MATH 411C - Mathematical Statistics II	3
MATH 413 – Introduction to Stochastic Processes	5
MATH 414 – Time Series Analysis	3
MATH 418A - Financial Mathematics I	3
MATH 418B - Financial Mathematics II	3
MATH 418C – Financial Mathematics III	3
MATH 440 – Mathematical Theory of Financial Economics	5
Select one of the following sequences	9
Loss Models	
MATH 417A - Loss Models I (3)	
MATH 417B - Loss Models II (3)	
MATH 417C - Loss Models III (3)	
Actuarial Mathematics	
MATH 419A - Actuarial Mathematics I (3)	
MATH 419B - Actuarial Mathematics II (3)	
MATH 419C - Actuarial Mathematics III (3)	

Total Credits: 10~~4~~⁸

Exhibit B

Department of Philosophy and Religious Studies – Ethics Minor

The university mission calls for preparing students as responsible citizens. Responsible citizenship cannot be achieved without ethical edification. In today's world, ethics is an increasingly pressing issue in every sector of society. It is vitally important that our students become not only skilled professionals but also ethically reflective persons. To that end, students should be provided with opportunities to study ethical theories as well as ethical practices, and to acquire abilities to reflect critically on related matters in society and personal lives. In 2008, the CWU Philosophy and Religious Studies Club collected over 300 student signatures showing overwhelming support for an ethics minor or similar programs. Currently, Central does not offer any concentrated study in ethics. The Department of Philosophy and Religious Studies proposes an Ethics Minor in response to such a need.

- This Ethics Minor is intended to serve the need of students in every discipline. It is open to students majoring in all programs.
- It has an interdisciplinary component and students can take ethics-related courses in their own majors.
- It does not require additional staffing as existing courses are already adequate for such a program.
- It is in a manageable size (26-28 credits) and can be completed in conjunction with any program.
- With more Web-based course options in the future, it can be made available to students at University Centers in complement to their existing programs.

Ethics Minor

A minor in ethics enables students to develop a strong sense of moral responsibility and critical skills for moral reflection ~~and a strong sense of moral responsibility~~. It consists of required courses in ethical theory, global ethics, current ethical issues, as well as electives in applied ethics -- such as business ethics and communication ethics -- which may relate to students' majors. It also includes an internship experience to help students develop their ethical ability and awareness through service learning. Such a minor can be combined with, and serve as enrichment to, any major program.

Required Courses

PHIL 302, Ethics	5
PHIL 490, Cooperative Education	3
Select from the following:	5
PHIL 202, Introduction to Ethics (5)	
PHIL 210, Current Ethical Issues (5)	

Upper Division Electives*:

(at least one course must be in Philosophy)	13-15
COM 333 Communication Ethics (3)	
IT 301 Information Technology Security, Privacy and Ethics (3)	
LAJ 401 Ethics, Diversity, and Conflict in Criminal Justice (4) - for LAJ majors only	
MSL 302 Leadership and Ethics (3) - for Military Science majors only	
PHIL 304 Business Ethics (5)	
PHIL 306 Environmental Ethics (5)	
PHIL 402 Ethics and Film (5)	
PHIL 465 Advanced Ethics (5)	
OR Other Ethics-Related Courses as approved by minor advisor	

* Some of these electives may have pre-requisites.

Total Credits 26-28

Letters of approval on file from:

Chair, Law and Justice
Chair, ITAM
Chair, Communication
Chair, Military Science

Exhibit C

Sport Business – Type A Certificate

Advisors: Mark Pritchard, Ph.D.; Jeffrey Stinson, Ph.D.

The sport business certificate is designed to augment the student's College of Business degree with a focused examination of the sport business industry. Students will explore the application of marketing, management, law, finance and other business principles as they apply specifically to the sport industry. The sport certificate will provide curriculum to prepare students for a career in corporate, professional, intercollegiate or amateur sport organizations.

Certificate prerequisites are admission to a College of Business major
(Except B.S. Econ-General Specialization:
Total Pre-Admission requirements

Credits
40

Required Courses:

MKT 362-Essential Marketing Concepts
MGT 382-Principles of Management
MKT 464-Sports Marketing and Sponsorship
MGT 394-Legal Considerations in Sport Business
MGT 395-Leadership in Sport Organizations
MKT 372-Revenue Generation and Finance in Sport Business
MKT 371-Sponsorship and Promotion in Sport Business
BUS 499-Seminar: Sport Sales "Boot Camp"

Credits
5
5
5
5
5
5
5
1

Certificate Credits

36

Sport Business Certificate Total Credits:

76

Rationale

Northwest Center for Sport Business: The Northwest Center for Sport Business (NWCSB) was officially founded in the fall of 2008 with funding support from a **2008 CWU President's Sphere of Distinction** grant. The NWCSB has a two-pronged mission:

- to develop a forum for sport professionals to network, discuss and learn more about important issues facing the industry; and,
- to better prepare students who aspire to join the sport industry.

Significant progress has been made on the first objective with the formation of a nine-member Advisory Council of Northwest sports business executives and the organization of the annual Northwest Sports Business Conference. The Sport Business Certificate program will more significantly address the second objective.

Rationale: Sports in the United States are now more than a \$200 billion industry, encompassing recreational, amateur and professional sport participation and spectatorship. As such, a recent *Business Week* article asserted that "to fully comprehend the business of sports, general business courses are a necessity" (Lawyue, 2008). The proposed Sport Business Certificate is designed to supplement the student's business degree with enhanced, industry relevant education specific to the sports business industry.

The development of a Sport Business certificate will uniquely position CWU in the Northwest market. No other institution in the state currently offers any type of sport business degree or certificate at the undergraduate level. The nearest program housed in a business school is at the University of Oregon. For the past three years, we have offered a single marketing elective; Sports Marketing (MKT 464). This course has had strong demand. In addition to evidence of student demand, the Northwest Center for Sport Business Advisory Council has indicated their strong support for additional coursework and training specific to the sport industry. The proposed certificate has been developed with the input of the Advisory Council. Further, the Advisory Council will be active in supporting the 1-credit, certificate culminating field seminar. Finally, the members of the NWCSB Advisory Council have indicated that the certificate program will be a valuable source of internship and entry-level job candidates.

The core of the certificate (except for MKT 464 which is already offered during the spring term) is intended to be an intensive, summer experience. Students will complete two two-course modules followed by a one-week field seminar experience during the nine-week summer term. As a summer program, the certificate program is a self-support

certificate. No additional college or university resources will be required to launch and run the certificate program. The certificate program will be led by the Director and Associate Director of the Northwest Center for Sport Business. Four faculty in the Management Department (College of Business) will teach in the program.

We anticipate enrolling fifteen students in year one; growing to approximately 25 students by year 3. As the certificate is limited to College of Business students, we do not anticipate an impact in enrollment in other departments or colleges. If anything, we expect a growth in summer FTEs over our current elective offerings.